



FRANCIS J. BRENNAN, JR.

VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

Francis J. Brennan, Jr., director of admissions at Marymount College in Tarrytown, New York, has been named the first vice president for administrative affairs of Marymount College in Boca Raton, Florida.

Announcement of the appointment, effective September 1, was made by Sister de la Croix, college president. Mr. Brennan has his BS degree from State University of New York (SUNY) at Brockport, New York, and the MS in administration from Indiana University. He has also studied at Bucknell University, the University of St. Louis, SUNY at New Platz, New York, and SUNY at Albany, New York, and is doing post-graduate work in administration at Indiana University.

At Kings Park High School in Long Island, Brennan coached football, wrestling, track and baseball. While at Indiana University he was assistant psychometrist and counselor in the Bureau of Educational Studies and Testing. From 1965-67 he served as Admissions Counselor at Dutchess Community College, Poughkeepsie, New York.

A member of Phi Delta Kappa, Brennan was the recipient of a National Science Foundation Grant and Achievement Award in Biology and an NDEA counseling grant.

He is a member of the Board of Advisors, National Center for College Admissions and is author of an article on "What Parents Should Know about College Admissions." Mr. Brennan, his wife and two children will reside in Boca Raton.

SUMMER ACTIVITIES ON CAMPUS



CHILDREN'S ENRICHMENT PROGRAM — 200 boys and girls from low-income families participated in an educational-recreational experience conducted by six members of the Religious of the Sacred Heart of Mary and College students. All were volunteer workers. The six week program, directed by Sister Simone, R.S.H.M., was filmed by a CBS-TV crew for national viewing in September. Funded entirely by donations received from private sources, the children benefitted from remedial academics, field trips, swimming, music, art and a good lunch each day.



UPWARD BOUND — 50 girls with college potential from low-income families were enrolled in the 2nd summer of UB at Marymount. Twenty of these girls will now go on to their freshman year at college better prepared to undertake the scholarly and social challenge of higher education.

Editor's Note: This statement was formulated by a group of educational administrators, trustees and foundation officers who met April 4-5, 1969, in Chicago under the auspices of the American Council on Education. Dr. Logan Wilson is president of the foundation. This statement is reprinted for the information of our readers because of its relationship to the university campus today.

AMERICAN COUNCIL ON EDUCATION DECLARATION ON CAMPUS UNREST

The unprecedented, comprehensive, and often unpredictable changes that are taking place in this age both disturb and alarm large segments of our society. Most of the changes and attendant alarms affect the operations of our institutions of higher learning. They are also related to the values, concerns, and behavior of our young people. In coming to grips with the compelling issues, all who would think seriously about them must recognize that present-day society—in America and in many foreign lands—is in serious trouble on many fronts. We see around us racial conflict, continued poverty, and malnutrition midst unparalleled prosperity and seemingly unlimited promise. We are confronted by pollution of our environment, decay of our cities, the continuation of wars and the threat of war, and everywhere a vague but widespread discontent with the general quality of life.

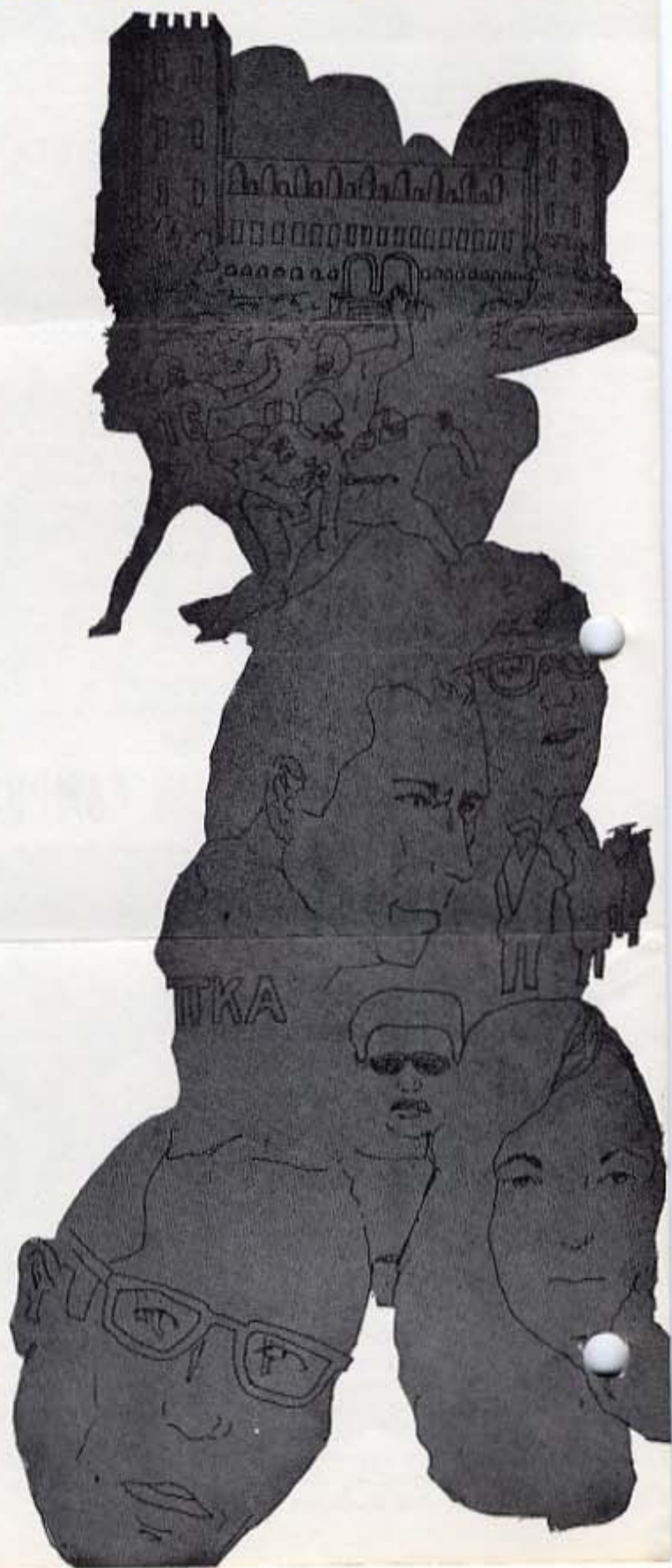
These problems affect all of society, not the university alone or the young alone. We must all be concerned to deal intelligently and responsibly with these problems that are neither the exclusive discovery, nor the sole responsibility of the young. Yet the depth of feeling among young people in many countries today about the issues, their general dissatisfaction with the slow-moving ways of society, and the extreme behavior of a small minority of students are evidence of the profound crisis that involves our entire society and, specifically, the university community.

The university itself has often become the immediate target of student discontent, sometimes couched as legitimate complaints about the deficiencies of the universities, sometimes devised as a softening-up exercise for assault on the wider society.

How to deal with campus crises arising from the widespread protests has become a major public issue and the cause of confused and angry debate. That there should be deep anxiety about the course of the conflict and its possible outcome is understandable. No social, racial, or age group that perceives itself and its values to be seriously threatened will fail to strike back. Increasingly there are backlash temptations to enact strong, often ill-considered, and largely futile measures to cope with a youth rebellion that none of us fully comprehends, not even the youth themselves.

Certain balanced judgments are proper to make, however, as we search for understanding and solutions:

1. It is important for the public to understand that, despite the nationwide publicity given to student disorders, the great majority of American campuses have remained peaceful. On campuses where conspicuous disorders have occurred, educational programs generally have gone along their normal ways. Most students and faculty have continued to carry on their regular work. In the



main, good teaching and good research, as traditionally defined, have been uninterrupted.

2. On the undisturbed campuses and among the majority of orderly students, however, there are widely shared discontents which extremists are at times able to manipulate to destructive ends. Moreover, even in the absence of violence, there has developed among some of the young a cult of irrationality and incivility which severely strains attempts to maintain sensible and decent human communication. Within this cult there is a minute group of destroyers who have abandoned hope in today's society, in today's university, and in the processes of orderly discussion and negotiation to secure significant change. Students and faculty are increasingly aware of the true nature of this group and are moving to deal with its destructive tactics. The necessity to deal with extremists, however, is placing an extraordinary burden upon the whole educational enterprise and upon those who man it. Consequently, universities are having to divert their energies and resources from central educational tasks in order to deal with student unrest in its various forms.

3. The spectacular events precipitated by the extremists should not be allowed to obscure the recent accomplishments of those students, faculty, and administrators who have serious interest in constructive changes in society and in the university. They have broadened the curriculum and improved teaching. They have moved toward a more open and participating pattern for university governance. And they have begun to make the work of universities more meaningful in dealing with the problems of society. Those efforts must continue. Reform and self-renewal in higher education are ongoing imperatives.

4. Meanwhile, the speed and scale of social change have imposed many kinds of demands upon educational institutions for which their programs, their capabilities, and their funding are not always adequate. Moreover, universities are increasingly asked to perform functions for society, particularly in reshaping the behavior, values, and life-styles of the young, on which the family and other social institutions have already had major influence—or lack of influence. Some of society's expectations for universities are quite unrealistic. Insofar as these expectations can be dealt with, they involve a sharing of responsibilities among diverse social institutions. Many of society's demands require new resources and fresh approaches to old and new problems.

5. Recognizing the right of and even the necessity for constructive dissent—and allowing for inevitable arguments over what is in fact constructive—certain axioms must be accepted as basic to the operation of any university:

- a. Disruption and violence have no place on any campus. The academic community has the responsibility to deal promptly and directly with disruptions. If universities will not govern themselves, they will be governed by others. This elementary reality is increasingly becoming understood by

all components of the university community. Student and faculty groups, including the American Association of University Professors and the National Student Association, have recently joined in efforts to improve disciplinary procedures and to formulate clear and realistic codes for dealing with misconduct, and more particularly with violence and disruption. Also, by involving students and faculty effectively in the governance of the university, it can be demonstrated that there are better ways of getting views considered and decisions made than by disruption.

- b. The historic concern of the university community with academic freedom needs to be restated, reaffirmed, and vigorously defended against all, within or without the university, who would obstruct the right of scholars to investigate, teachers to teach, or students to learn. This reiteration is not to claim for the university special privileges that put it above the law or that free it from critical public appraisal—rather it affirms that the university must maintain a basic institutional integrity to function as a university.
- c. Violations of criminal law must be dealt with through the ordinary processes of the law—and universities must attempt to deal with disruptive situations firmly before they reach the stage of police action. Governmental attempts to deal with these problems through special, punitive legislation will almost certainly be counter-productive. Meanwhile, students and faculty whose consciences demand that they express dissent through law violation must be prepared to accept the due processes and the penalties of the law. They should not be encouraged to expect amnesty from the effects of the law. Such an expectation would be the ultimate use of the *in loco parentis* concept against which many young activists passionately protest. Nor should they expect amnesty from academic discipline, which is the most effective sanction in disruptive incidents.

6. The education community needs to undertake a far more comprehensive effort than ever before attempted to study the underlying bases of youthful discontent and alienation and the broad social problems to which they are related. As social critic, the university must help society understand and solve such problems.

7. All universities should give particular attention to a continuing search for ways, including new social inventions, by which the life of rationality and civility, shared concern, and mutual respect may be supported and strengthened within the university community. The survival of the university and its long-term contribution to society depend upon the ability of the institutions to make their everyday life reflect that spirit and pattern.

CAMPUS CORNER

ITALIAN TRIP A TREAT FOR SUE

Following a champagne farewell party at Kennedy Airport, Sue Paskoski, one of *Glamour* Magazine's 1969 "Top Ten College Girls in America" departed for Milan, Italy, on the first leg of the winners' two-week prize trip. Sue, a May graduate of Marymount, is the daughter of Mr. and Mrs. J. J. Paskoski, Fort Lauderdale.

Sue's trip, along with fashion photographs in the newest back-to-school looks, is featured in *Glamour's* August college issue.

The "College Girls" boarded ship for an overnight trip to Costa Smeralda, a resort on the island of Sardinia. A combination of primitive and ultrachic, the beautiful coastal strip afforded all the basic pleasures for the sun-loving winners — beaches, boats, horses, and enormous rocks for exploration. Shopping in the unique pottery and weaving boutiques was enhanced by the richly-colored costumes of the craftsmen making and displaying their wares. Numerous parties and receptions were held in the winners' honor where they met such notables as architect Jaques Couelle, and Italian newspaper and television representatives who interviewed and photographed them.

Rested and sun-drenched, the winners visited Rome to enjoy the final five days of their trip. On arrival they were treated to a morning of pampering at the famous beauty salon, Eve of Roma, followed by tours to the Vatican and Colosseum. Afternoons were spent shopping and sipping espresso on the Via Veneto, and evenings were highlighted by restaurant- and club-hopping.



Sue wanders through the open fruit and vegetable markets in Rome.



Sue admires a velvet and sheepskin suit made by Sardinian craftswomen in Costa Smeralda.



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